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ABSTRACT

This first of three related volumes outlines the development and current objectives of community-junior college education in the state of Washington. Beginning as small liberal arts colleges, the 2-year colleges were limited in growth until 1961, when the concept of "comprehensive curricula" was officially recognized through state legislation. In 1963, 2-year college funds and accounting were separated from the public school system and, by 1967, the state legislature created an independent system of community colleges. Today, responsibility for community college education in the 22 separate districts can be found at two different levels. Statewide concerns such as the establishment, location, finance, and central administrative practices of the junior colleges are handled by the state board. A local board of trustees is responsible for operating the colleges in its district, and has authority to determine curriculum, award degrees, and establish administrative rules and regulations. Organizational structures at both state and district levels recognize the need for flexibility in responding to local problems, and coordination is achieved through a system of advisory committees made up of district and state personnel. The general goals and specific operating objectives of the system emphasize open-door admissions, school and community cooperation, and the involvement of all concerned groups in formulating the policies that will affect them. (JO)

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Volume I
Mission, History and Goals

DESIGN FOR EXCELLENCE

Washington State Community College System Master Plan

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State Board for Community College Education
P. O. Box 1666
Olympia, Washington 98501

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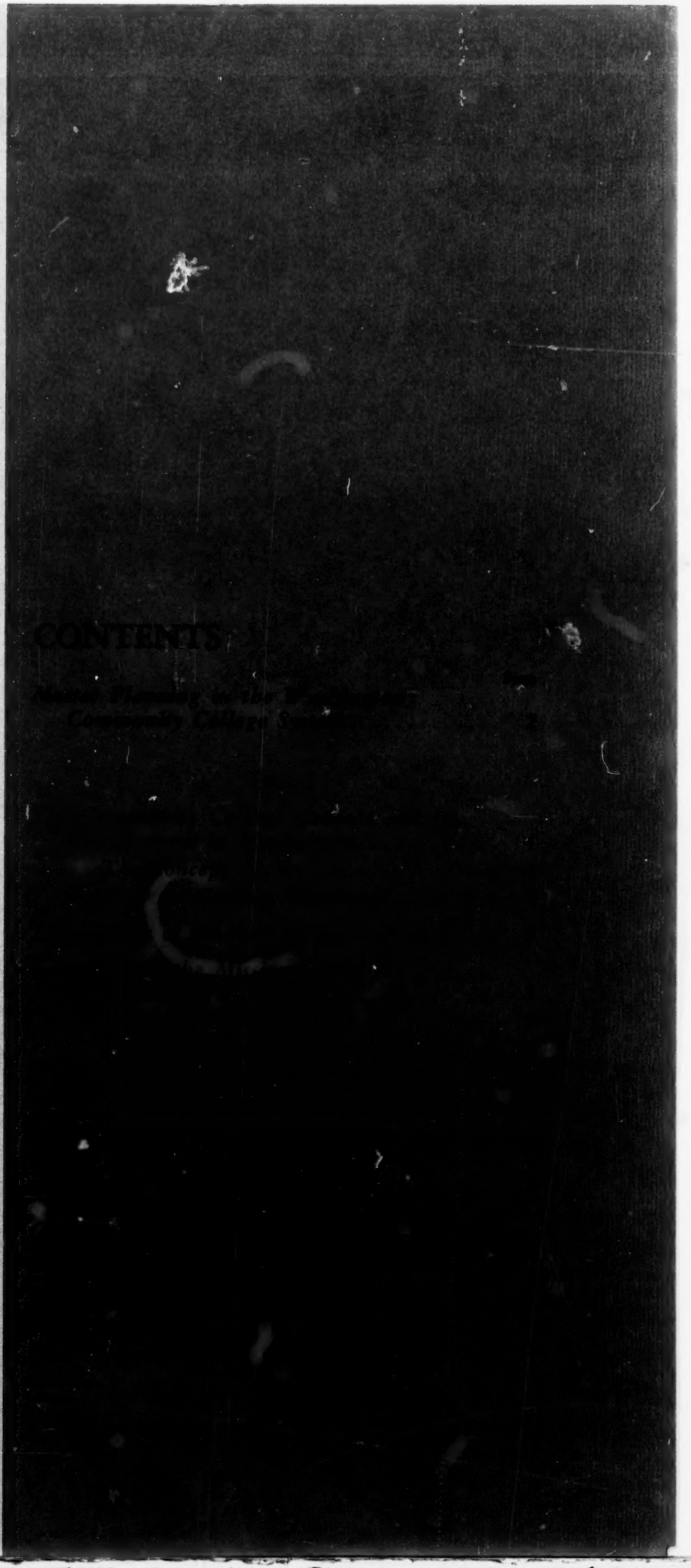
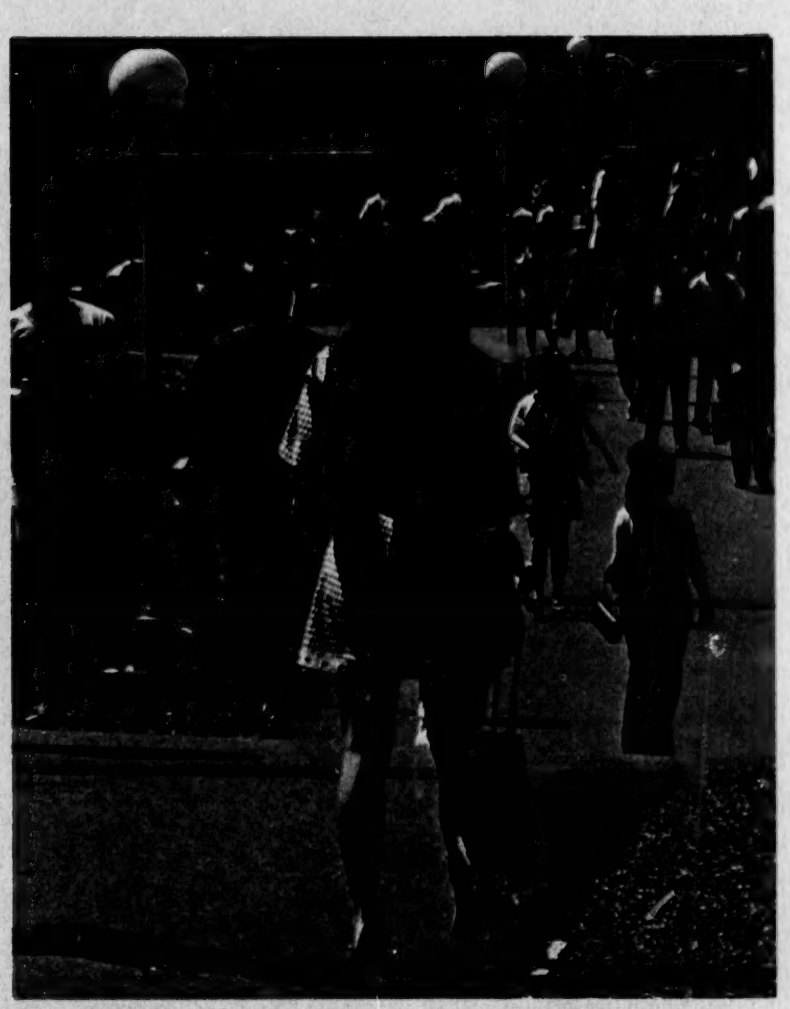
Washington State Community College System Master Plan

Volume I

Mission, History and Goals





Master Planning in the Washington Community College System

The Community College Act of 1967 charges the State Board for Community College Education with the responsibility for preparing a "comprehensive master plan for the development of community college education and training in the state." The Board interprets this as a mandate to carry on a continuing process of long-range planning as a means of coordinating and stimulating the continual development of educational programs in the state's 22 community college districts.

The goals to which people aspire change as the social structure, technology and economy change. Education, if it is to be relevant to the needs of people, must not only change but must anticipate change and plan accordingly. Rather than being a static document, long-range planning for an educational enterprise should be a dynamic process—continuous and responsive to the changing needs of the society it serves.

This document is the first of a three-volume master plan for the community college system in the State of Washington. Volume I contains an outline of the development of community college education in the state and the principal events leading to the creation of the present state-wide system. More importantly, however, this volume contains a statement of the philosophy and the major goals and objectives of the

system. These elements reflect the spirit within which the system will operate and provide the basis for measurement of the effectiveness of programs and performance.

Volume II of the Master Plan describes the existing system of community colleges and summarizes the state system's operations for the current fiscal year. This provides the point of departure for the development plans to be presented in Volume III. Volume II of the Master Plan will be updated each year by the state staff of the community college system and submitted as the annual report to the Governor.

Volume III presents the long-range development plans of the system and of the community college districts along with estimates of the financial resources required to achieve them. It reflects the most current and accurate data possible and will be published biennially in June in conjunction with the community college capital request.

The three volumes as described above constitute the current master plan for the state system. It is believed that the three-volume format, along with the periodic updating mechanism for each volume, provides the process whereby objectives for the state system can be continuously evaluated and plans modified to meet changing needs of the communities and people to be served.

This master plan serves necessary functions of good management in a number of ways. First, it provides basic data on the current status of the system from which future change can be measured and projected. Second, it formalizes a "statement of agreement" on system mission, objectives and plans from the various elements of the system for the executive and legislative branches of state government.

Third, it fulfills the basic management tenet that an organization should record and make available to all its components its mission, goals, objectives, plans and bases for evaluation of performance.

Finally, for the citizens of Washington in whose behalf the community college system is operated, the report provides a comprehensive view of what the system is and what it plans to accomplish.

Volume I of the Master Planning Report is organized into two basic parts:

Part I describes the concept, mission and management of the system, and the manner in which they developed.

Part II contains a statement of the goals and objectives of the state system.

The Community College Concept and Its Development in Washington

The Concept

The community college is a distinctly American institution. A newcomer to higher education, it has evolved from the ideal of a democratic society sustained by an educated citizenry.

The community college is based on the worth and importance of the individual. Its services are designed to provide an opportunity for personal accomplishment for the students who avail themselves of its educational programs and services. As an educational institution, it serves the community, it serves the state and it serves the nation, through serving the individual.

The community college is a relatively new institution and one that must constantly face the challenge of being many things to many people. Despite problems, or perhaps because of them, the community college has a vitality that is refreshing. There is strength and dynamic energy in its constant efforts to respond to the needs of society.

As the concept has evolved in Washington, the community college offers a wide array of educational programs to an ever broadening and increasing number of people. Symbolized by the "Open Door", its admission policy is equally broad.

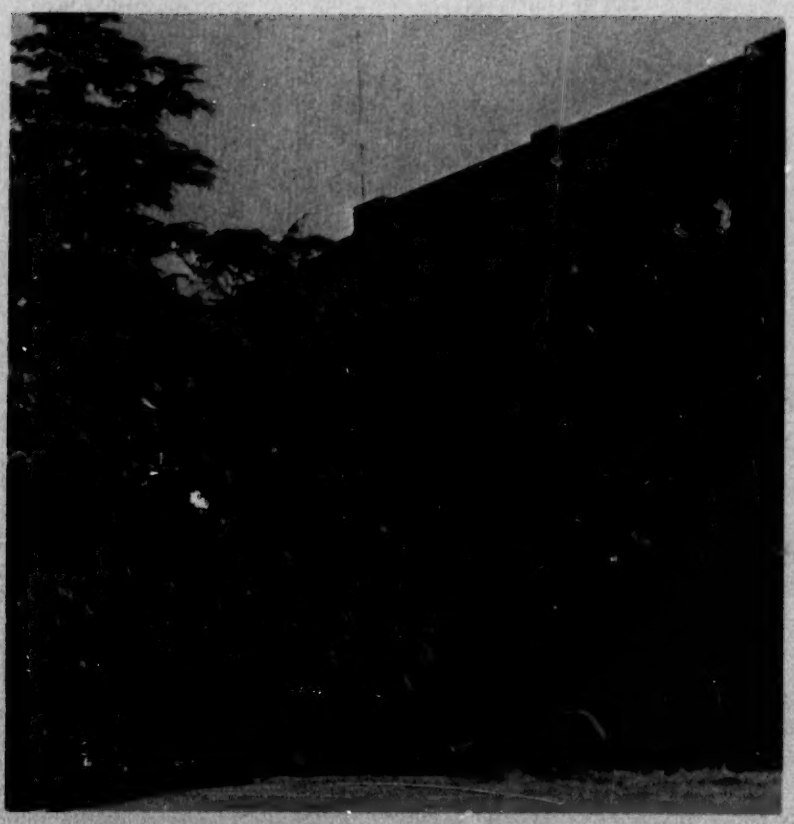
The orientation of the community college is strongly local. Its offerings are designed to meet the needs of the people within its district. Its occupational programs are responsive to the manpower needs of the local economy. It cooperates with local government, business, industry and other educational institutions to help make its community a better place in which to live.

As the nation shifts its attention to the human needs of society, so too can the community college play an increasingly important role in this direction. To do this, the community college must remain a flexible institution, an institution designed to serve the individual. Only in recent history have the foregoing concepts of community college education come to fruition for the population residing in many sectors of Washington.

How the Concept Developed

After nearly four decades of junior college education in the state, the final groundwork was laid in 1961 for the community college as it exists today. Legislation enacted that year opened the way to state-wide development of community college education and signalled the close of the junior college era.

Junior colleges, after one abortive start in 1915, had operated continuously since 1925. First acknowledged by state law in 1941, they were to remain predominantly small liberal arts colleges for another 20 years. The 1941 act provided state aid for the first time, but forbade its use to support junior colleges in counties having four-year colleges.



Centralia College, Washington's oldest existing community college, started in this high school building in 1925.

There was no need, apparently, to operate two-year liberal arts colleges in the shadow of four-year institutions offering liberal arts. Thus the state's three most populous counties—King, Spokane, and Pierce—were without junior colleges. In general, junior college growth was limited in the state until the 1961 legislation permitted them to be operated in all counties. The 1961 act also took cognizance of the growing interest of the junior colleges in vocational and adult education. It introduced to Washington statutes the idea of the comprehensive curriculum and adopted the term "community college" to distinguish this emerging institution from its purely academic ancestor.

The consequences of this legislation were dramatic. In the next six years, the number of community colleges doubled—most of the new starts taking place in King, Pierce, and Spokane counties. State-wide community college enrollment tripled.

Accompanying the spectacular growth was the recognition that community college education was rapidly achieving its own special identity—an identity more closely related to that of higher education than the public school program.

All two-year institutions had been administered by local school districts since 1945, but in 1963 the Legislature required that community college funds and accounting be separated from those of the common schools. By 1965, many community college presidents were reporting directly to school directors rather than school superintendents, and school boards were beginning to meet separately to consider community college business.

The 1965 Legislature, responding to the state and national trend toward independent community college administration, directed the Superintendent of Public Instruction to prepare a report and plan for the organization of community college education. An independent research firm was retained to prepare a study and recommendations. Acting on many of the consultant's recommendations, the 1967 Legislature created a state system of community colleges.

The Community College Act of 1967 formalized the concept of the community college as it had evolved in Washington—an independent, unique and vital section of higher education, open to all citizens, and offering vocational, academic and adult programs with equal emphasis.

The biennium following enactment of the 1967 law must be considered a period of transition. The transfer of operation from local school districts to community college districts had to be accomplished and a division of assets achieved. The State Board for Community College Education and twenty-two district boards had to be organized. The State Board set about to employ a director and he, in turn, a staff. New policies were adopted and communication lines established with a variety of new state agencies—Attorney General, Governor's budget agency, General Administration, etc. Some districts began to consider dormitories, authorized by the 1967 act.

The transition is yet to be completed. But the principal foundations had been laid as the first biennium of the state system came to a close.

The Mission of the Community College

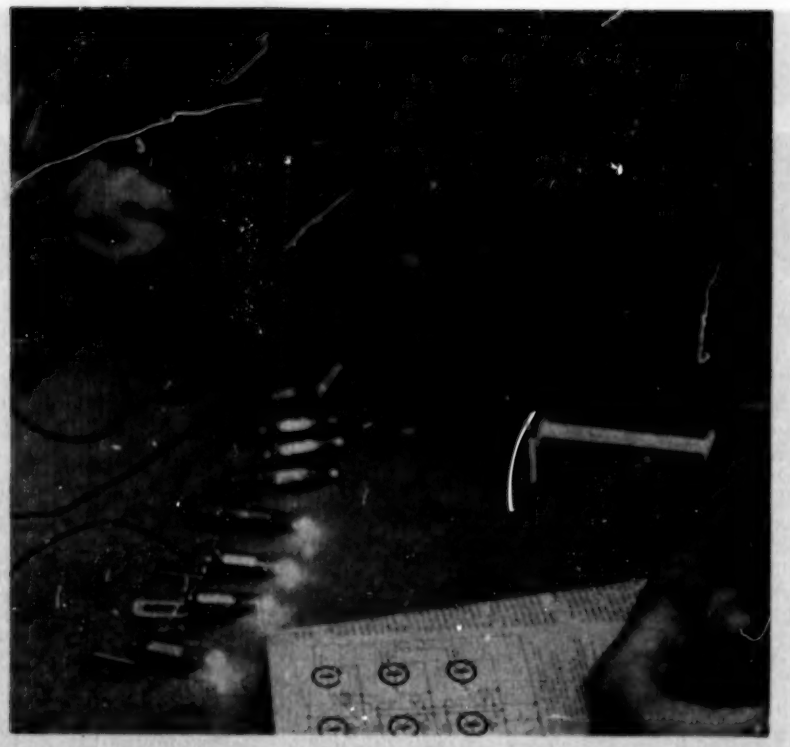
The mission of the community college system in Washington is set forth in part by the Community College Act of 1967. The law requires that the community colleges . . .

> "Offer an open door to every citizen, regardless of his academic background or experience, at a cost normally within his economic means.
>
> "Offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and upgraded; and community services of an educational, cultural, and recreational nature."

The law further requires that these responsibilities be carried out with "efficiency, creativity and imagination" and that "unnecessary duplication of facilities and programs" be avoided. The law calls for orderly "growth and improvement" and specifies that "the community colleges are, for purposes of academic training, two-year institutions, and are an independent, unique and vital section" of the state's higher education system. State law does not, however, specify *purposes* for which the community colleges should carry out these responsibilities.

What are these purposes? What is the significance of the open door? What are the needs of the communities and students to be served?

These are complex and difficult questions. They are intertwined in the most basic issues of public education—who is to be served and how? The question of *who* shall be served is answered in the foundations of our democratic society. Clearly, public education must serve the people; more specifically, the individual. But the question of *how* the people will be served and for what purposes is not answered in state law. The com-



munity college districts answer this question through establishing programs in response to the community educational needs they identify. The State Board does so by proposing system-wide goals and then allocating resources to achieve those goals.

The State Board defines the purposes of community college education in Washington as follows:

1. To Serve the *Individual*
   By providing an opportunity for the individual to fulfill his capabilities regardless of his social station, financial status, or geographical location, through . . .
   - Acquiring needed knowledge and skills.
   - Having access to a wide variety of education experiences and programs of instruction so that he may find those most appropriate to his needs and abilities.
   - Being able to test his own abilities and aspirations against reasonable standards in concert with his fellow students.

The achievement of these purposes will be supported by the open-door admissions policy, the maintenance of minimal costs to the student, and the provision of comprehensive curriculum offerings as well as guidance, counseling, financial aid and other student services.

2. To Serve the *Community*
   By contributing significantly to the social and cultural welfare of the areas they serve through . . .
   - Acting as a center for resources and leadership dedicated to assisting in the identification and solution of community problems.
   - Serving as a center for community cultural, social and recreational programs and activities

The achievement of these purposes is to be made possible through the creative and imaginative management of resources available to the college and the community and through the dedication of these resources to the service of the community.

3. To Serve the *State*
   By producing a return to society that is significantly greater than the cost of the services provided, through . . .
   - Helping individual citizens gain greater security through acquisition of improved occupational and social skills that increase their effectiveness as employees and citizens.
   - Contributing to the maintenance of a stable and effective labor force through provision of career preparation programs and programs for the retraining of persons now employed.
   - Supporting the general economy through contributions to increased personal productivity and reduction of the social and economic costs of non-productivity.

These purposes are to be achieved through the offering of a wide range of vocational training opportunities and related guidance services to the citizens of the state.

4. To Serve the *Nation*
   By fulfilling its responsibility as a public enterprise to preserve and strengthen the state and the nation, through . . .
   - Dedication to the perpetuation and extension of the ideals of democracy.
   - Providing a continuing opportunity for citizens of all ages to participate in and contribute to the democratic process.

These purposes will be achieved as the community colleges meet the personal, economic, social, cultural and recreational needs of the people they serve. In addition, through dedication to the principles of local control within a framework of state coordination, and through broad involvement of citizens, students, teachers, trustees, administrators and others in the governance of the institution, the community college will continue to provide an example of democracy in action.

Carrying Out the Mission —Who Is Responsible?

The Legal Structure

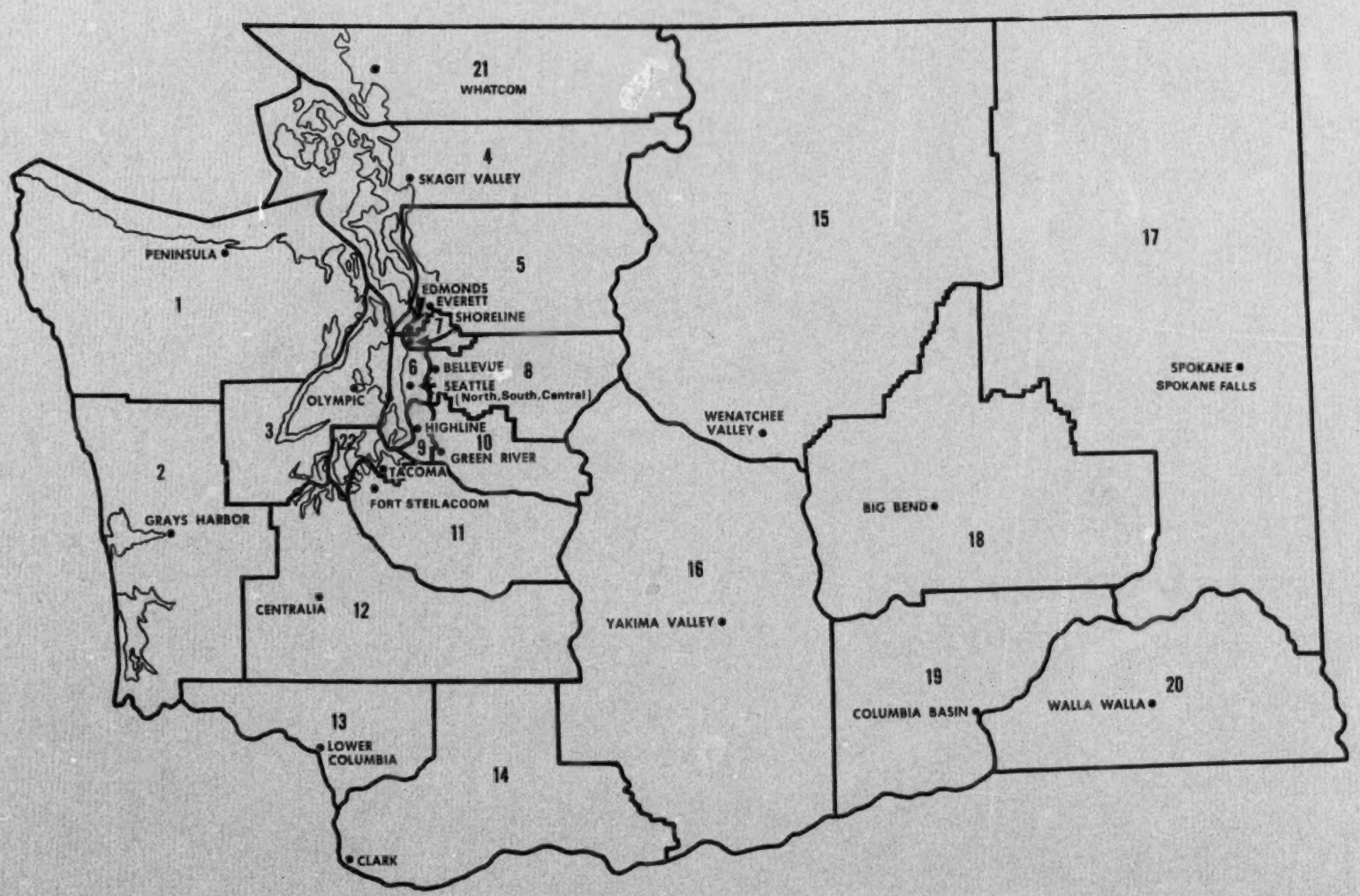
The Community College Act of 1967 provides two levels of responsibility—state and district—for carrying out the mission of community college education.

These specific responsibilities are assigned to the State Board for Community College Education:

1. Preparation and submission of a single budget for the system.
2. Disbursement of capital and operating funds.
3. Assurance that a comprehensive program is offered in each district and an open door policy is maintained.
4. Preparation of a state master plan.
5. Establishment of criteria for creation of new colleges and campuses, for modification of district boundaries, and for capital construction.
6. Establishment of minimum standards regarding personnel qualifications, district financial procedures, curriculum content and admission policies.
7. Encouragement of instructional innovation.
8. Any other powers, duties and responsibilities necessary to carry out the purposes of the community college act.

The state is divided into 22 community college districts, each with a board of trustees. The trustees are charged with these responsibilities by the Community College Act of 1967.

1. Operation of the community colleges.
2. Creation of comprehensive programs and maintenance of an open door policy.
3. Employment of staff.
4. Establishment of new facilities under approval and direction of the State Board.
5. Establishment and operation of dormitories and other self-supporting service facilities.
6. Issuance of bonds, with approval of the State Board.
7. Operation of night schools.



Washington Community Colleges and Community College Districts

8. Regulation of traffic.
9. Setting of courses of study with the assistance of the faculty.
10. Award of degrees, diplomas and certificates.
11. Enforcement of State Board rules and regulations and promulgation of necessary rules and regulations not inconsistent with law or State Board rules and regulations.
12. Performance of other activities consistent with the act and not inconsistent with State Board directives, and performance of other duties and responsibilities imposed by law or rule and regulations of the State Board.

Fundamentally, the State Board is charged with concerns of a *statewide* nature—How many new colleges are needed, where are they to be located, how much money is needed, how should funds be allocated, what policies and standards are required for all community colleges?

To its basic responsibilities is added the dimension of quality assurance. The Board is required to see that the purposes of the act are carried out with efficiency and effectiveness.

In general, the district boards of trustees are made responsible for the operation of the colleges in their districts, the determination of curriculum, the award of degrees and the promulgation of rules and regulations necessary for the administration of the district.

Although the assignment of state-wide responsibilties to the State Board and local responsibilities to the districts boards are clearly delineated for the most part, there remain areas in which the State Board's interpretation of its charter is of considerable significance to the manner in which the system operates.

For example, the 1967 act provides that the State Board has general supervision and control over the state system of community colleges. In addition, the act empowers the State Board to set criteria, guidelines, minimum standards, rules, regulations and policies which the law requires district trustees to enforce. The State Board's responsibility to set minimum standards extends into such areas of local concern as curriculum, admission policy and budgeting and accounting.

To a great extent, the balance between state and local authority is left to the interpretation of the State Board.

Since its organization in 1967, the Board has attempted to provide a framework of state-level coordination within which the individual community college is largely free to carry out the mission of providing high quality educational service relevant to the needs of the individual citizens of its district. The Board and its staff choose to operate in a manner that is facilitative or coordinative rather than directive.

The Board has attempted to establish minimum standards that provide maximum local flexibility for adaptation to local conditions. The State Board will, when appropriate, simply require that the local board establish policy. Broad system-wide participation has been enlisted in development of policies, procedures and guidelines for budgeting, allocation of funds, facility criteria and personnel policy.

Basically, the Legislature assigned to the State Board the responsibility for assuring that the community college system carries out the mission assigned to it by the Legislature. In so doing the Board must obtain adequate resources, allocate them so as to achieve the goals of the system, and monitor and evaluate the system's output to determine that the resources are being used effectively toward the purposes for which they are allocated.

The Board believes that at the key to the strength of the community college is its orientation toward local needs and its ability to respond to them. Within the requirements of the law and the Legislature, it is the policy of the State Board to encourage maximum district autonomy in the conduct of community college affairs.

The Organization Structure

Confronted with a legal structure providing for two decision-making levels—state and district—and a community college act that permits some latitude for interpretation of how best to use those levels, the people of the state system have moved with caution in attempting to build the most effective organization possible.

State Office Organization

In line with the State Board philosophy described in the previous chapter, the state office staff has remained relatively small in comparison with other governmental agencies holding like responsibility.

Its organization is related closely to the major requirements of the community college act. Principal functional areas include Instruction, Budget and Finance, Policy and Personnel, Systems and Research, System Relations and Communications.

The instructional function is primarily concerned with the implementation of an occupational program policy, the stimulation of instructional innovation, the state plan for vocational education, and the gathering and interpretation of system data.

The Budget and Finance division deals with resource acquisition, allocation, and accountability. It develops formats for the system capital and operating budget requests to the executive branch and Legislature, compiled from the requests of the 22 districts. Also required is the development of system allocation processes and uniform accounting procedures.

The Personnel and Policy section has responsibility for matters related to employee benefits, the civil service system for classified personnel, professional staff personnel administration, student personnel services, and special studies of personnel matters. The section also develops and obtains approval of system-wide policies on all subjects and maintains a manual of State Board policies and operating regulations.

The System Relations function is addressed to all the relationships, both internal and external, of the system. Internal relations include the trustees, students, faculty, and administrators of the system in their relationship with the State office. External relations involve the Legislature, Office of the Governor, state agencies, labor, business, industry, education, the federal government and foundations.

The Systems and Research branch has engaged in establishing a management information system and a state data processing plan for the community college system.

The Publications Director establishes channels and media for communication within the system, and disseminates reports, data and public information specified by the community college act.

In mid-1969, a major organization change in the state office took place as the result of a realignment of the functions of the State Division of Vocational Education. This realignment grew out of a cooperative agreement between the Coordinating Council for Occupational Education, of which the Division is the operating arm, the State Board for Community College Education and the State Board of Education. It was reached in an effort to place line responsibility for vocational education closer to the institutions in which it takes place.

Through a contractual arrangement with the Division of Vocational Education, three professional persons were transferred from the Division into the state community college office to form an occupational program staff.

District Organization

When the Community College Act of 1967 took effect, each community college had an operating administrative structure. In many cases, there was an immediate need, however, to replace service functions no longer available from the governing school district.

A period of transition was required as control passed from local school boards to the newly-formed community college district boards of trustees. Division of responsibilities between the district trustees and administration had to be clarified; rules, regulations and policies had to be reviewed, and the establishment of relationships with the State Board and numerous state agencies was begun.

The effect of the new community college districts was most evident in the area of Instruction as a major effort was undertaken to extend educational service throughout the districts.

In three districts, community college operations began in the same year that the state-wide system was inaugurated, although in each of these cases the planning for college operations had been initiated prior to the formation of the state system.

Each district has its own special organizational problems depending on its geographic location and size, the state of development of its campuses, the demographic characteristics of its students, and the educational needs of the region and population it serves. Because of these differences, no single approach to internal district organization is warranted.

What may become the most far-reaching change in community college administration is presaged by recent efforts to involve a broader section of the college community in the policy-making process. Though they vary in degree and style, these efforts generally involve policy-recommending councils or committees on which representation is provided to students, faculty and administration. Policy statements may be drafted by subcommittees, then modified, accepted or rejected by a central committee which presents its policy recommendations to the board of trustees.

State-District Articulation

The greatest challenge in the management of the community college system has been the achievement of coordination between the state and district levels. Since district and system organizations are still in their formative years, efforts to improve communications and coordination will continue.

The first of these was the Council of Presidents, an organization consisting of every community college president. The Council meets monthly to advise the State Director on operating problems. It has standing committees on instruction, personnel, student services, and budget and finance. The committees form recommendations for action by the whole Council and submission to the Director. They also provide a communication link between the Council and the system-wide commissions of deans of instruction, deans of students and business officers. In addition, various ad hoc committees of college and state office personnel are organized from time to time to deal with special topics.

Recently organized was a second coordinative body, the System Advisory Council. It is designed to provide for broader involvement in the formulation of system policy.

The Council includes four representatives each of the Washington Association of Community Colleges (presidents), Trustees Association of Community Colleges, Faculty Advisory Council and the Washington Association of Community College Student Governments. The State Director, as a non-voting member, provides communications between the Council and the State Board. Community colleges have recently begun to form themselves into regional groupings for cooperative planning of occupational programs—another example of the efforts to achieve greater system articulation.

Two new higher education agencies created by the 1969 Legislature also have long-range implications in the area of coordination.

The Council on Higher Education provides for the first time in Washington a single agency with planning responsibility for the four-year colleges and universities and a means for greater articulation between community colleges and senior institutions.

The Higher Education Personnel Board replaces individual personnel boards administering civil service personnel policy at each of the state's community colleges and four-year institutions.

Throughout the community college system there is a sincere effort to achieve a greater coordination and better communication at all levels while providing for broader participation in decision making. It is fully in keeping with the democratic traditions of the community college.

The System Advisory Council provides a means for involvement of students, faculty members, trustees and presidents in the formulation of policy recommendations to the State Director and State Board.

General Goals and Operating Objectives of the State System of Community Colleges

In Part I, the historical development and mission of the community college system were described. In Part II, the general goals and operating objectives are outlined. The general goals of the community college system evolve from the legal responsibilities mandated by the Community College Act of 1967 and an analysis of the implied mission of the state-wide system of community colleges.

First articulated in *Sensible Education for the 70's,* the objectives of the new system have been refined as a result of more than two years of operation.

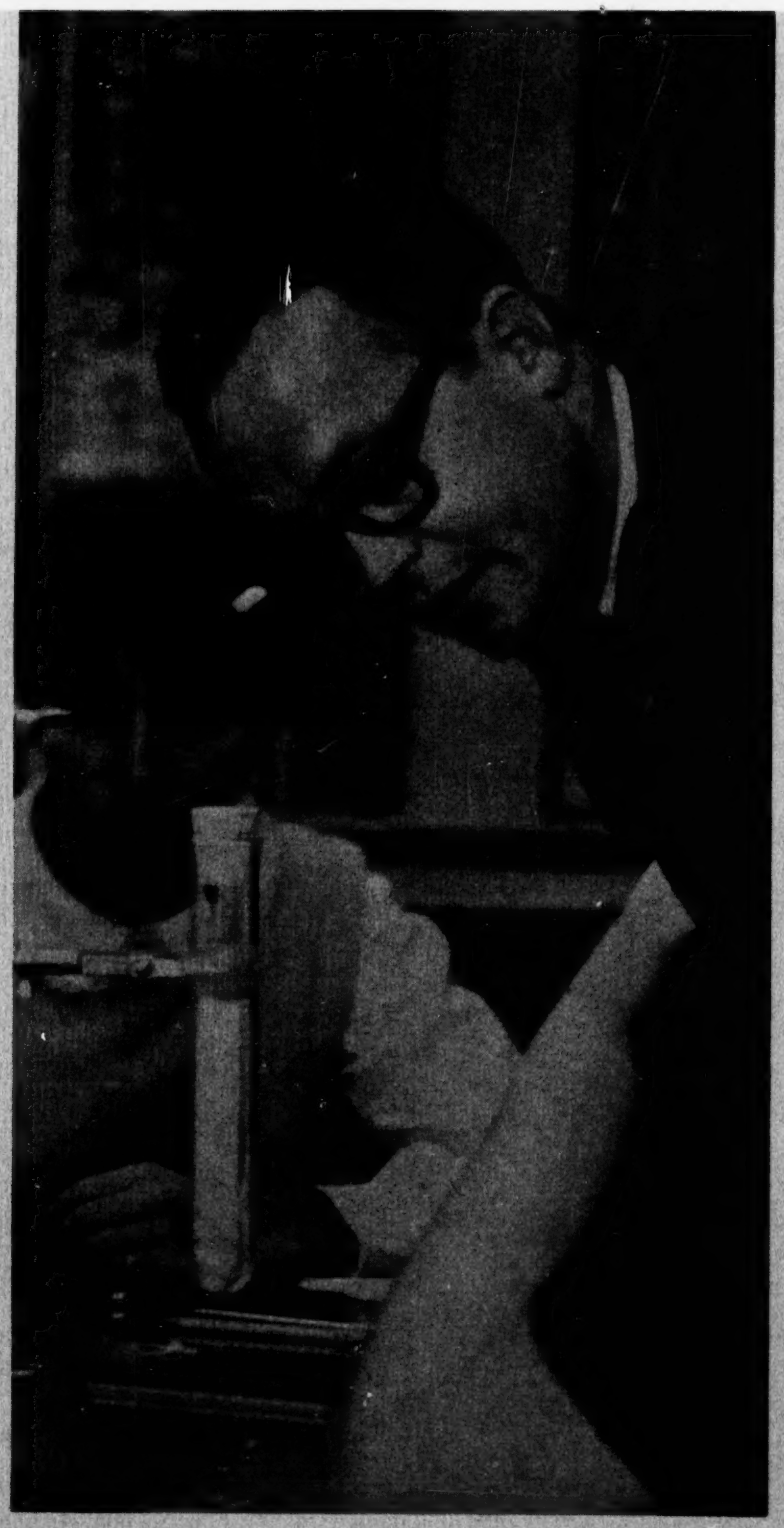
The seven following general goals represent the overall conceptual framework and philosophy of the state community college system in delivering educational services to the citizens of Washington. From each general goal, a number of objectives have been specified. These specific objectives for the most part are measurable and form the basis for the system's planning efforts, policies, and programs.

The State Board for Community College Education, in keeping with its legal responsibilities, has adopted the following goals to help provide an overall sense of direction for the system.

General Goals of the State System

The community colleges in the State of Washington will:

1. Make high quality community college education opportunities available in locations reasonably convenient to all Washington residents.
2. Maintain an "open door" policy by admitting all applicants within the limits of the law and the resources available to the system.
3. Offer the citizens of each district a fully comprehensive array of occupational, cultural, recreational, and academic programs designed to serve their interests, needs and aspirations.
4. Develop and employ innovative and imaginative approaches to instruction which will provide more efficient and effective learning by adapting to the needs, capabilities, and motivations of the individual.
5. Be active in the community and district, reaching beyond the campus to play an integral part in the functions of the communities and people they serve.
6. Employ management methods which will make the most effective use of available human and capital resources in providing the highest quality and quantity of education possible.
7. Develop organizational forms and operating procedures which will involve students, faculty, administrators, trustees and the community in the formation of policies and operating decisions that affect them.



In implementing these general goals a number of operating objectives have been identified for specific action. In some cases, these operating objectives have implications for all districts. In other cases, they apply to only a portion of the community college system. The following section enumerates each of the specific operating objectives as they relate to the seven general goals of the system.

1. **Availability of community college educational opportunities:**

   Specific objectives related to this goal are:

   a. To provide an increasing number of community college programs within commuting distance for an increasing percentage of the state's population.

   b. To increase off-campus opportunities by providing programs in non-campus locations and by utilizing techniques that do not require campus facilities.

   c. To provide means of achieving greater flexibility and efficiency in meeting the emerging needs for classroom space in both on-campus and off-campus locations.

2. **Maintenance of an "open door" policy for community college students:**

   Specific objectives related to this goal are:

   a. To provide student service programs that attract potential students not likely to enroll otherwise.

   b. To assure that registration procedures are simple and convenient so that no one fails to enroll because of their complexity or difficulty.

   c. To support maintenance of the lowest possible tuition and fees for students within the fiscal responsibilities of the system.

   d. To have every community college in the system offer effective developmental instruction.

   To establish programs of financial aid toward the end that no student will be denied a community college education for financial reasons.

   f. To develop and expand programs utilizing cooperative work/study arrangements.

3. **Provision of a fully comprehensive community college program to residents of the state:**

   Specific objectives related to this goal are:

   a. To provide increased occupational education opportunities.

b. To maintain high quality in college parallel programs and to ensure acceptance of their transferability.

c. To provide guidance and placement counseling at or above nationally recommended levels.

d. To offer comprehensive educational opportunities in evening programs.

e. To insure that community college libraries meet acceptable national standards and that occupational holdings are commensurate with those in academic areas.

4. **Development of innovative and imaginative approaches to instruction:**

Specific objectives related to this goal are:

a. To adopt a systems approach to development and evaluation of instructional objectives and methods.

b. To provide consultant services, workshops, and other in-service activities to assist faculty and administrators in the improvement of instruction throughout the system.

c. To support (1) institutional research to better identify educational needs and evaluate performance in meeting them, and (2) special efforts to improve instructional effectiveness and efficiency.

d. To offer educational programs on a continuous enrollment basis with individually-paced instruction, and to convert suitable programs to such a basis as quickly as practical.

e. To utilize modern technology and methods in developing libraries as centers for instructional stimulation, individual study through multiple media, and resources for the support of innovative and imaginative instruction.

5. **Provision of community services:**

Specific objectives related to this goal are:

a. To extend the human and physical resources of the system to the solution of community problems.

b. To initiate educational programs sharing personnel and facilities with business, industry, labor, government and civic agencies.

c. To provide recreational and cultural activities to the public and to encourage public use of college facilities.

d. To cooperate with other community agencies in the development of community cultural-recreational-educational centers.

e. To extend the use of lay advisory committees in state and district planning processes.

6. **Employment of effective and efficient management methods:**

   Specific objectives related to this goal are:

   a. To employ accepted modern management procedures in planning, program determination, evaluation and resource allocation throughout the community college system.

   b. To develop and establish a comprehensive and integrated management information system to provide uniform system-wide data on which decisions can be based.

   c. To obtain appropriate long-range sources of funds for community college operations and capital expansion.

   d. To develop allocation and evaluation procedures to distribute equitably available financial resources, and insure continuing progress toward achievement of the priority needs of the system.

7. **Development of participative methods for policy formation and decision making:**

   Specific objectives related to this goal are:

   a. To involve business, industry, labor, government, and the community in the identification of needs and in their solution.

   b. To evaluate the distribution of responsibilities and functions to the State Board and the local district boards of trustees, establishing policies which clearly define their relative roles.

   c. To develop effective means of involving administrators, faculty and students in policy formulation and decision making at both local and state levels.

   d. To provide appropriate means and methods for regional cooperation among the districts and between them and other agencies.

In achieving these objectives, the State Board for Community College Education pledges its commitment to the mission of the community college system as set forth in law and amplified in the general goals of the system.

The Board seeks to maintain the uniqueness, the independence and the vitality of community college education in Washington, because the Board believes that the community college, as a wholly American expression of the democratic ideal in education, makes uniquely dramatic and significant contributions to the quality of life for the state's citizens.

The Board is dedicated to the realization of the full potential of the Washington community college system. It seeks to provide Washington with nothing less than the finest community college system in the United States.